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ABSTRACT

This fifth in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers help in locating and applying for teaching positions that best match their professional beliefs, abilities, and goals and help in planning for professional development. The terminal objective for the module is to obtain a suitable teaching position at a time when one will be seeking employment. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings, a self-check quiz, and model answers; model application forms, a vita, and an interview checklist; a personal/professional profile worksheet; a checklist for selecting a teaching position; and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional development are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED153080

MODULE

I-5

Obtain a Suitable Teaching Position

MODULE I-5 OF CATEGORY I—PROFESSIONAL ROLE AND DEVELOPMENT
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1978

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

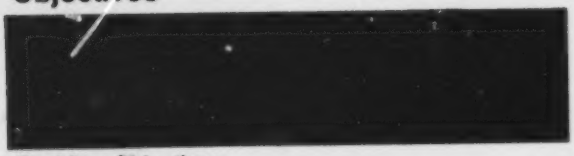
Upon completion of an educational program designed to prepare you for accepting or continuing in a teaching position, you will obtain your official license to teach—the teaching certificate. The standards for certification vary from state to state. Usually, upon graduation from a state approved teacher education program, you will receive a provisional certificate that is good for a specified number of years. It can usually be renewed or upgraded to a standard certificate by following a planned professional development program and providing evidence of successful teaching for a designated number of years.

As a person who has or will have a certificate to teach, you will need to carefully think through your own philosophy (what you believe) about teaching. You will need to analyze your strengths and weaknesses in relation to the art and science of teaching. Periodically, you will need to think through your personal and professional goals to determine what you want to do with your life. These deliberations will aid you as you prepare to secure your first teaching position, maintain your present teaching position, or advance in the teaching profession.

This module is designed to clarify the procedures you should follow in locating and applying for a teaching position. It will give you skill in selecting a position that best matches your professional beliefs, your abilities, and your goals. It will also help you to plan for your professional development.

ABOUT THIS MODULE

Objectives



Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for selecting, obtaining, and maintaining a teaching position (*Learning Experience I*).
2. After developing a personal/professional profile, simulate the procedures for selecting a suitable teaching position (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in evaluating your instructional effectiveness and in developing an active personal philosophy of education. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Evaluate Your Instructional Effectiveness*, Module D–6
- *Develop an Active Personal Philosophy of Education*, Module I–3

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Johannson, Francia Faust (Ed.) *Consumer Survival Kit: Buddy, Can You Spare a Job?* Owings Mills, MD: Maryland Center for Public Broadcasting, 1975.

Peers with whom you can discuss your beliefs, values, and educational goals.

Learning Experience II

Required

Reference: Stinnett, T. M. and National Education Association. *A Manual on Standards Affecting School Personnel in the United States*. Washington, DC: NEA, 1974.

Resources (e.g., the school placement office, the local office of the U. S. Employment Service, a private employment agency) which you may contact to identify potential teaching positions.

A resource person to evaluate your competency in selecting a teaching position based on your qualifications.

Learning Experience III

Required

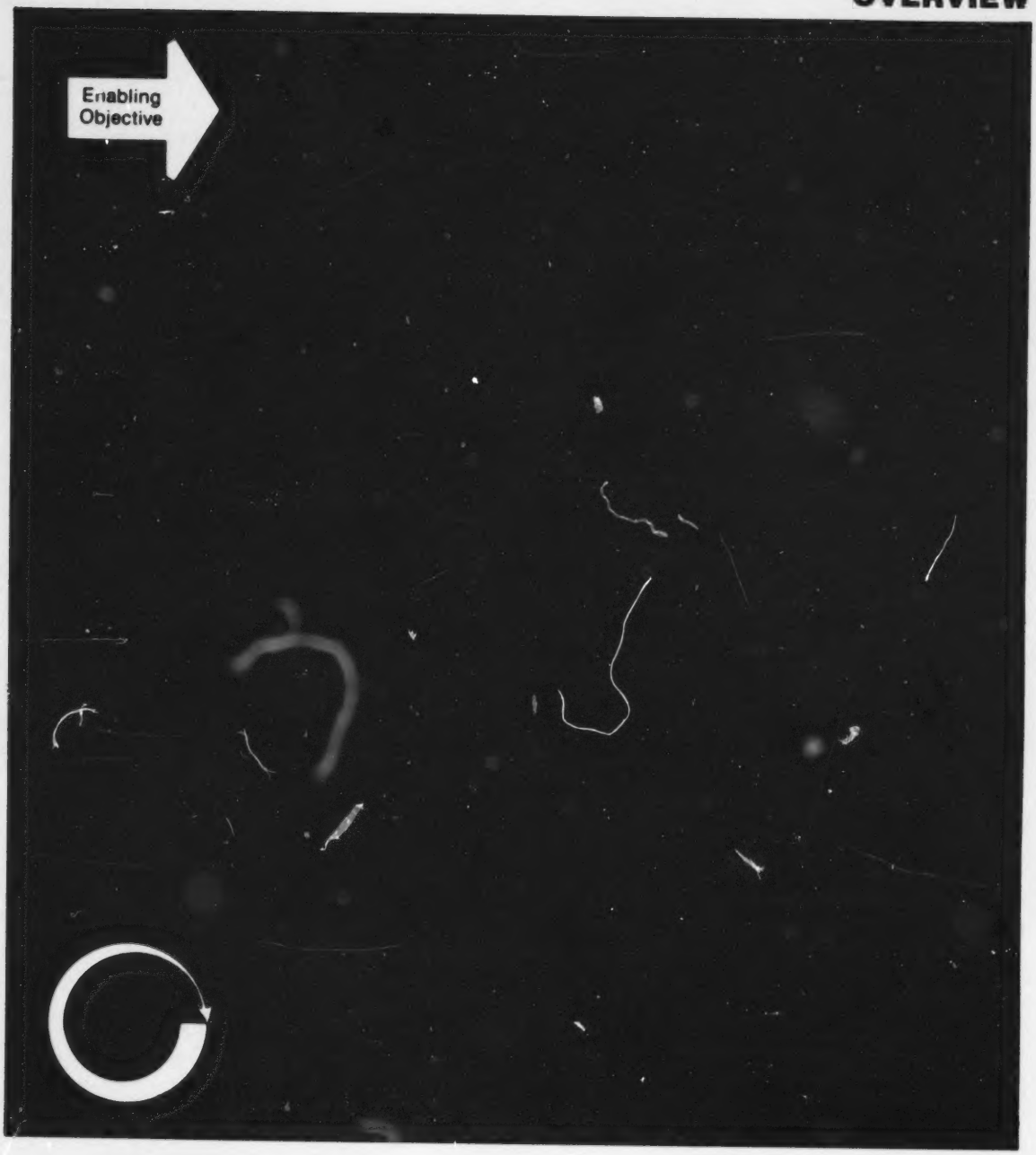
A resource person to assess your competency in selecting a suitable teaching position.

This module covers performance element numbers 313–317, 320 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

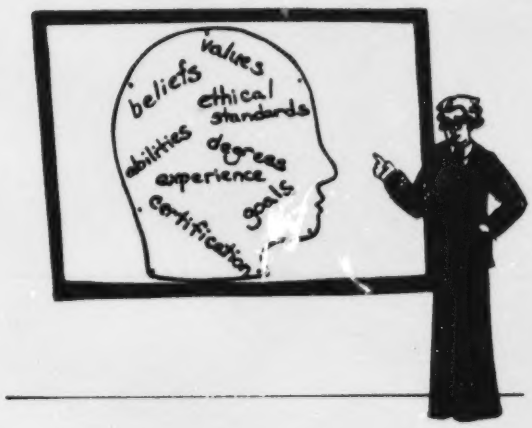


For information concerning the procedures for selecting, obtaining, and maintaining a teaching position in keeping with your professional qualifications, read the following information sheet:

SELECTING, OBTAINING, AND MAINTAINING A TEACHING POSITION

When you rise in the morning and put on your clothes, it is not usually a hit-and-miss process. First, you consider what you will be doing that day so you can dress appropriately. If you decide on a particular pair of slacks to wear, then you will choose a shirt or sweater that complements those slacks. Of course, what "complements" what, or what is "appropriate" dress depends on your taste, your values, and your style.

Likewise, when you start trying to select a teaching position, you need to decide which positions are appropriate to you. Thus, the first logical step you must take is to determine who you are. In other words, you must plot your **profile**. This profile should encompass such areas as your beliefs, ethical standards, abilities, values, goals, experience, degrees earned, and certifications held.



Profile

Beliefs and Ethical Standards

Your beliefs, or your philosophy, form the foundation on which ethical standards are built. What you believe guides your behavior. Thus, your beliefs are a very important part of your personal and professional profile. **If you believe** that every human being is a person of worth, then as a teacher you will find yourself treating all students as individuals and helping each one to achieve at his or her own rate. You will not set the enrollment standards so high that certain students are eliminated from your class or course, but rather, you will encourage any student with interest to enroll. Then, you will work with each student so that he or she will achieve the necessary level of proficiency.

If you believe that every student has the right to be prepared for an occupation prior to high school graduation, then as a teacher you will find yourself promoting the vocational education program. You will **want** to explain the benefits of the vocational education program to parents, students, school administrators, guidance counselors, and board of education members. Your belief motivates you to sell the program because you sincerely believe it will benefit the students.

If you believe that teaching is an orderly, planned process, then you will find yourself spending hours preparing for teaching and evaluating students' progress. You will find yourself modifying lessons based on the results of evaluations and on new knowledge which you will constantly seek to gain. You will promise yourself that you will never go into a teaching situation without being prepared. You will find yourself in discussions with administrators requesting funds for new references, field trips, up-to-date equipment, and so on.

If you believe that, as a teacher, you can influence every student you teach, then you will find yourself trying to be an excellent model in all your personal/professional behaviors. You will find yourself thinking before reacting to a disturbance, and always remembering that human beings have reasons for behaving as they do. You will find yourself developing a sense of humor. You will find yourself developing different ways of rewarding student learning.

If you believe that every individual is unique, with his or her own needs, interests, abilities, and other personal attributes, then you will find yourself developing ways to get to know each student better. You will keep anedoctal records, make home visits, attend school functions and activities, sponsor a student vocational organization, observe the students at work, and so on.

Thus, what you believe influences you as a person and as a professional. As you extend your tenure in teaching and in other professional experiences, you will find that what you believe will become clear to you, and you may find yourself modifying some of your beliefs and confirming others.

Abilities

A part of your profile must include an objective report of your abilities—your strengths and your weaknesses as a person and as a teacher. These abilities are not something that you can simply list. They must be documented by persons who know from firsthand experience what you can and cannot do or haven't learned to do as yet. For example, the cooperating teacher you had in student teaching and the college supervisor can write recommendations about your teaching abilities. You also can refer to rating scales and checklists that were used during your student teaching.

If you have had any job experiences, employers can attest to your job skills and ability to get along with fellow employees. If you belonged to student activities in college, the advisors can attest to your leadership abilities and ability to get along with others. Your scholastic abilities can be documented by your university or college transcript. As you review your strengths and weaknesses, you can use these findings in a diagnostic way to develop a plan for your own professional development or improvement.[1]

Values

If you are to gain satisfaction in teaching, you must know what is of value to you when you are ready to start looking for a teaching position. For example, if you value **working with people**, then you will probably like teaching. If you value producing some sort of a finished product, you will receive the reinforcement you need from helping students produce finished products.

If you value situations in which you are in **control** or have **authority**, you may have difficulty accomplishing tasks which require you to work cooperatively with fellow teachers in your occupational specialty (e.g., program planning, team teaching). You may be more content in a one-teacher department in which you have full responsibility.

If you value being able to be **creative** in your work, you may or may not find the outlet you need in your teaching position. Teaching **can** be a very creative experience. However, the amount of creativity you are able to exercise in your teaching may be limited by your school administration. Thus, you will want to ask questions during the interview to discover how much freedom you will have. For example, if you like to use individualized learning packages, you will want to ask if there are cubicles or other areas set aside for individual instructional purposes. You will want to find out the regulations controlling field-trips, on-the-job experiences, use of films and filmstrips, use of guest speakers, and any other regulation that might stifle or support your creativity as a teacher.

Education is supported by public taxes. Even though most citizens place a high value on education, they are often reluctant to support increases in taxes for public education. Thus, most teachers' salaries are low in relation to the years of preparation needed to become certificated and the additional educational experiences needed to maintain, upgrade, and advance in teaching. If you have

1. To gain skill in improving professionally, you may wish to refer to Module I–1, *Keep Up to Date Professionally*.

a strong **economic** value, you may have to find a position with a higher salary at the sacrifice of other values which could be reinforced by teaching.

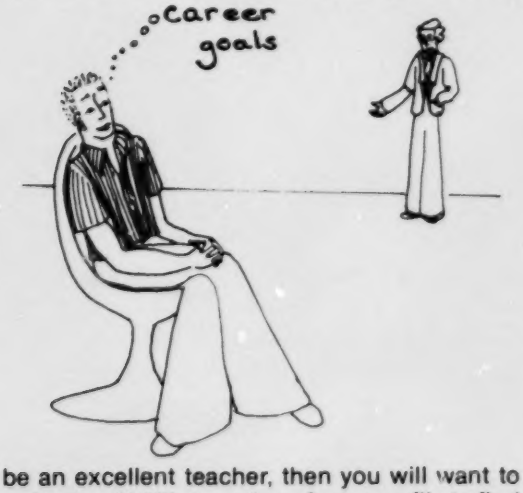
Many people value job **security**. Teaching can offer **security** to individuals who are good teachers, who keep up to date, who work out plans for professional development, including provisions for qualifying for a standard certificate and an advanced degree(s).

In this era, **prestige** value is often associated with the **economic** factor; the higher the salary, the more prestigious the position. In many communities, teachers are awarded a degree of prestige because they are the most educated of the citizens. This is usually true in inner-city areas, in small communities, and in rural areas.

Another factor that sometimes affects the prestige given to teachers is the public support given to school administrators. If the administrators enjoy the citizens' support (as evidenced by passage of tax increases, well-planned and well-kept buildings and facilities, excellent libraries, well-qualified teachers, etc.), teachers will have a more prestigious position in the community. The interview is an excellent time to discover the level of prestige given to teachers by citizens.

Goals

You need to determine your immediate and long-range career goals before you can decide if a given position offers the conditions and opportunities necessary for you to work toward achievement of these goals. If one of your goals is



to be an excellent teacher, then you will want to examine the Abilities section of your profile to find what voids or weaknesses you have in teaching. Then, you will want to explore ways to remove these deficiencies. Some of these ways might include—

- participating in inservice workshops
- attending conferences and conventions
- enrolling in a graduate program
- asking more experienced teachers for assistance
- reading periodicals and references
- seeking assistance from state or local school supervisors

Another goal that you may have is to become a cooperating teacher for a university or college. Three criteria that frequently guide the selection of cooperating teachers are excellence in teaching, desire to assist others in becoming teachers, and a master's degree which includes a supervision course.

Most vocational teaching positions are for a period of time beyond the regular school term—10- or 12-month positions. If you want to get an advanced degree by attending summer school, find out from the administrator (by letter or during the interview) how these graduate study plans can be accomplished.

As you think through your career goals, be sure that you read the regulations regarding certification in the state where you plan to apply for a position. This is necessary for two reasons: (1) you will find out if you can be certified for teaching in that state, and (2) you can develop more realistic career goals for achieving a standard certificate. For example, in order to be certified in some states, teachers have to take a course in the history of that state. In other states, teachers are required to take a school law course. After studying the certification requirements, you can begin enrolling in the courses that will qualify you for certification.

Experience, Degree(s) Earned, Certification Held

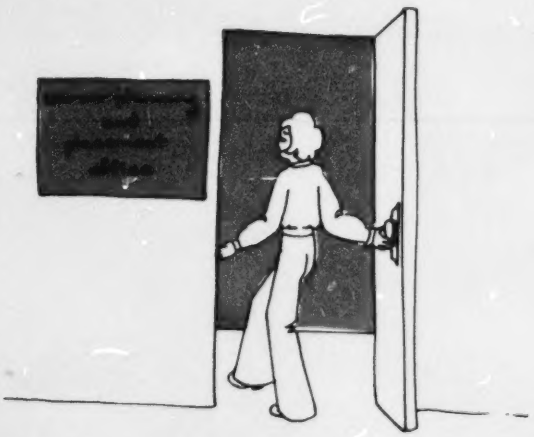
Another part of your profile should include a list of any work experience that contributes to your educational competency. This should include the type of work or educational experience (salesperson in bakery, typist, president of university chapter of Omicron Nu, etc.), name of the person who supervised you, and approximate length of time involved.

The part of your profile which deals with degrees earned should have a statement of the degree(s) you hold prior to applying for the position. You should include the name of the institution(s) where the degree(s) was earned as well as the time when the degree(s) was conferred. Next, your profile should include the type of teaching certificate you hold or will hold prior to applying for the position at the beginning of the school term.

After you have your personal/professional profile completed, you are ready to search for positions that match your beliefs, ethical standards, values, goals, abilities, experience, degree(s) earned and teaching certificate(s) held.

Available Positions

Once you have determined who you are, you have ample criteria available to evaluate the suitability of the positions you may now encounter. The next obvious question is, "Where do I locate these available positions?" The college or university from which you graduated or will graduate probably has a placement office. You need to contact this office to determine its requirements and procedures.



Many times you can file three or more recommendations from professors and others with the placement office (at a time when the professor still has a vivid recollection of who you are and what you can do). Then, instead of having to ask these professors and others to send recommendations to a number of position openings, the placement office can simply duplicate the originals and send them directly to each prospective employer. Sometimes there is a fee involved. Some placement offices publish periodic position listings. You need to determine just exactly what services your college placement office offers, and how you can gain access to, and get the most from, those services.

Certain state departments of education offer teacher placement services, as do many state education associations. Your department chairperson at your college or university usually is kept informed of existing job openings by persons in the division of vocational education within the state department.

Other sources of position opportunities are the public and private employment agencies. Many private employment agencies handle teaching positions, generally at a cost to you. In some cities, there are specialized agencies which handle **only** teaching positions. These can be located in the yellow pages of the phone book, as can the local office of the U. S. Employment Service. The U. S. Employment service is a free source of job information.

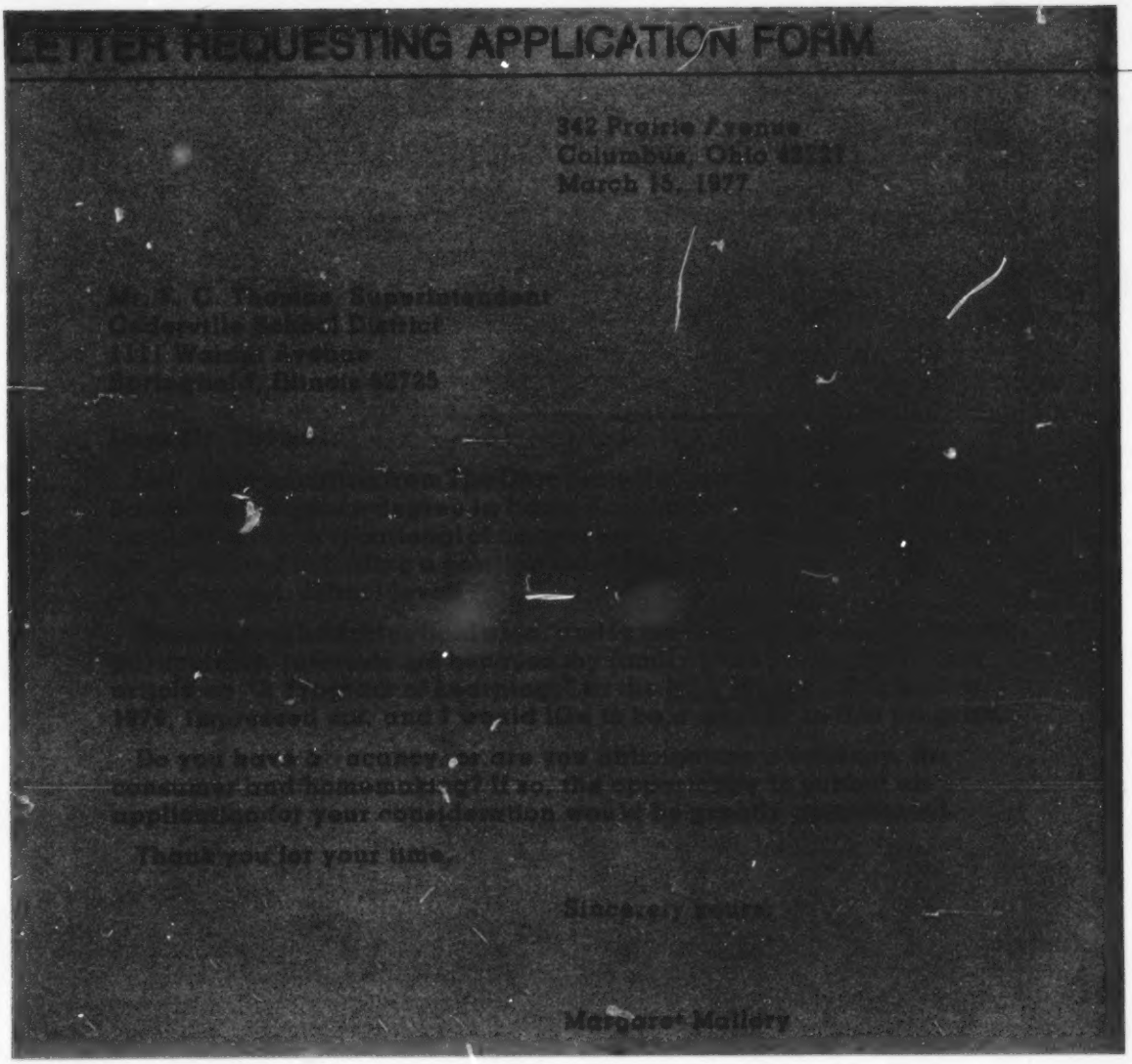
You can also make your own search. By looking in the latest edition of the *Education Directory: Public School Systems*,[2] you can locate the address of each school district in the United States along with the name of its superintendent or personnel director. You can then send letters to those districts in which you might be interested in teaching. Of course, you need to look up the certification requirements in that state(s) prior to applying for any position to determine if you are or will be qualified to teach there. The letter need not be long, but it should meet the following basic guidelines.

- It should be addressed to the person whose name appears in the vacancy notice or in the *Education Directory*.
- It should state briefly your purpose in writing to him or her.
- If you have reasons for selecting the school and/or the geographic area, these should be stated briefly.
- It should request further information on present or anticipated vacancies in your occupational specialty and an application form.

An example of such a letter is shown in Sample 1.

2. U. S. Office of Education, *Education Directory: Public School Systems* (Washington, DC: U. S. Government Printing Office, 1975–76 Edition).

SAMPLE 1



Be sure to send a typed original of the letter you compose for each request. You should file a duplicate of each letter which you send for future reference.

The types of responses you get back can tell you quite a bit about the school district. A few districts may not respond at all. Others will send you materials with a cover letter. These letters may be printed form letters of a general nature. Such a letter might begin, "Thank you for your recent letter. Enclosed find . . . ." Or, these letters may be personalized letters responding to your specific needs. For example, "Our exact needs are not determined at this time; we will appreciate your application for our active file;" or "We have no opening in _____ at the _____ level; your application will be placed in our active file;" or "We have several openings in _____ at the _____ level and would be pleased to receive your application."

The information, too, will vary in quality and depth of coverage. You may get printed forms or beautifully laid out brochures. These generally give information regarding (1) **the town** (e.g., its location; living costs; population; residential nature; industrial makeup; cultural, medical, religious, and recreational facilities; nearest large cities, etc.), (2) **the schools** (e.g., number of

schools at each level, the number of students, class sizes, types of facilities, general curriculum, and general philosophy), and (3) **the teachers** (e.g., certification requirements, selection criteria, salary schedules, and other benefits.

When you have tapped these sources, you can evaluate your options by comparing the information the district has given you about the job with the criteria you established via your profile. For example, if you believe strongly that your occupational specialty should be open for enrollment to all interested students, and you found evidence of only one sex enrolling in the program in a particular school, then you may be very unhappy in the position where this discrepancy exists. Or, if you have a certain type of teaching certificate, you need not consider applying for a position requiring a certificate you don't have. If you have had no teaching experience, and the position requires five years of teaching experience, you need to look elsewhere.

Application Procedures

Once you have received descriptive information and application forms from your search, and have narrowed the field via your profile criteria, you can start taking definitive action. Most districts provide forms and state the procedures they require applicants to follow. Generally, you need to be ready to send the following items.

- a completed application form
- a vita or résumé
- a list of dates when you would be available for an interview
- college transcript(s)
- certification status

Whatever you do during this process, one thing to remember is to be yourself—your real self, your best self. You can usually tell from the information

a district sends you what they are looking for and what they consider important. Likewise, you know from preparing your profile what you consider to be important. It is **unwise**, if not unethical, to present a false picture of yourself slanted to district values. You may get the teaching position, but the district is not "getting what it paid for," and you may find yourself in a teaching position which does not suit your goals and values, and which makes you discontented. It is wise, however, to point out to a district (1) in what ways you do, in fact, match up well to what they say they value, and (2) what you have to offer in the areas where they have a need.

The value of presenting yourself as a competent, qualified candidate for a teaching position cannot be overemphasized. The teaching field is usually very competitive, and it is not uncommon for districts to have few open teaching positions. Therefore, it is vital that you take great care when filling out application papers, and that you present yourself as a strong candidate throughout the application process.

Application Forms

Read the whole application form through carefully before beginning to fill it out. It is important that this form be filled out completely, accurately, honestly, and **neatly**. The person who receives this form from you does not know you. He or she will be judging you by your form alone at this point. Right or wrong, he or she undoubtedly will not be favorably impressed if your writing is unreadable, if words are misspelled or crossed out, or if information is missing.

Present the information they request, in the form requested. Some applications specify handwritten answers while others request typewritten answers. If the form asks for employment other than teaching, or hobbies, or professional or community activities, or travel, etc., be sure to show in your response where or how your experience in these areas has increased your skills and abilities to perform the job for which you are applying. When you are asked for references, if you have letters of reference filed in your college placement office, indicate that these letters may be obtained through the placement office. A completed application is shown in Sample 2. Although it is not shown in the sample, an application may also have a section for recording remarks during the interview. However, you would not complete this section.

SAMPLE 2

APPLICATION

APPLICATION OF

Picture Not Required Until After Appointment

Name Margaret Mallory Date 4/3/77
If married, include maiden name

I. PERSONAL DATA

Present Address 342 Prairie Avenue

Columbus, Ohio 43221 Telephone (614) 486-0625

Permanent Address Box #1
Street and Number

Raymond, Illinois 62560 Telephone (217) 269-8026

SOCIAL SECURITY NUMBER

002-999-0436

II. EDUCATIONAL PREPARATION

	Where	Date of Graduation	Degrees
Elementary School	Raymond Elementary School Raymond, IL 62560	June, 1969	
Secondary School	Raymond Community High School Raymond, IL 62560	June, 1973	
Colleges or Universities	The Ohio State University Columbus, OH 43210	June, 1977	*B.S. in H.E. Ed.

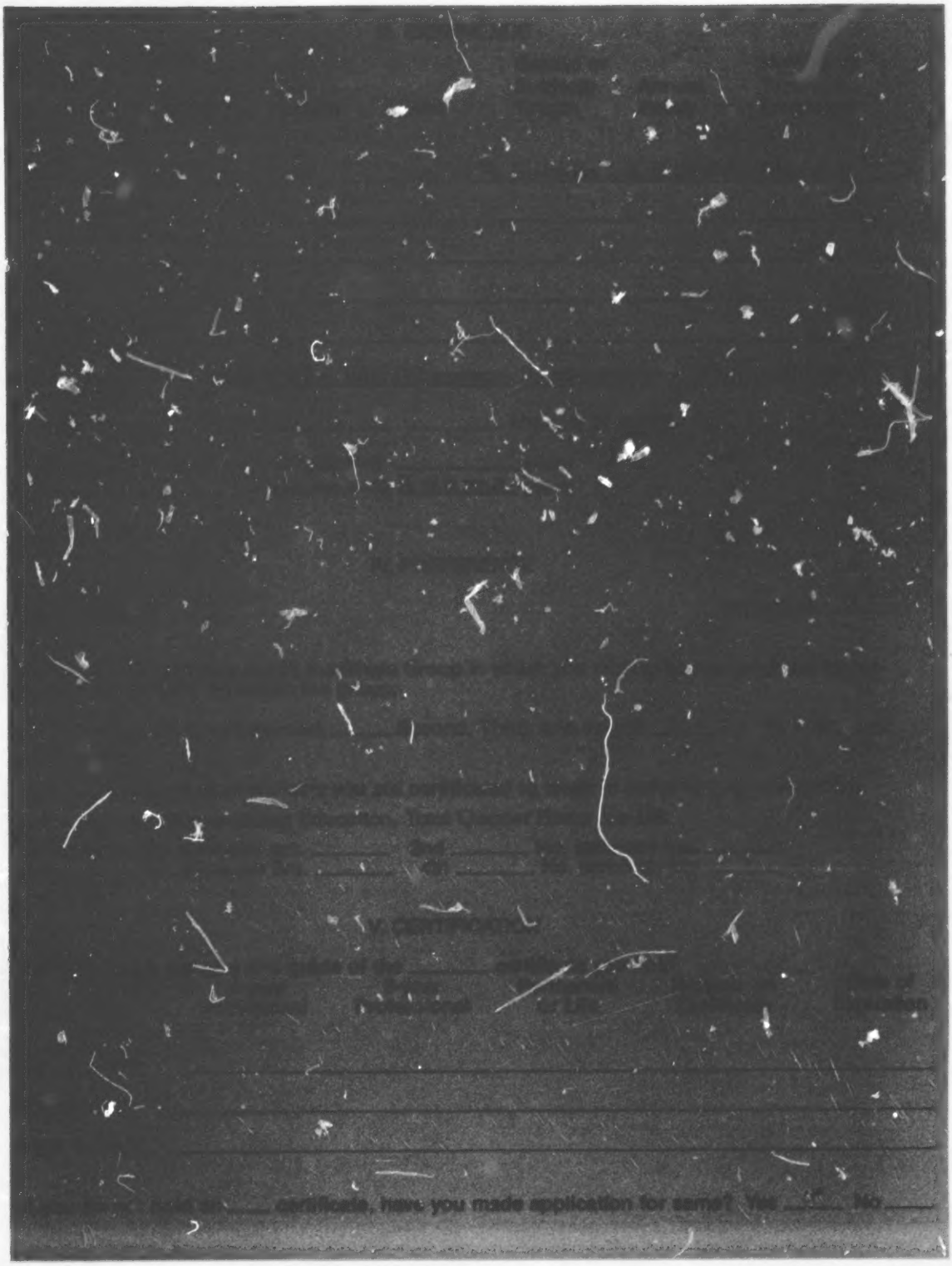
* will be conferred in June

This blank should be accompanied by an official transcript showing complete academic record of all work beyond high school.

Send transcripts after graduation.

What do you believe to be the primary objectives of education in the United States today? (List briefly.)

One of the prime objectives of education is to teach each student the basic skills so he or she will be able to pursue an educational program that best suits his or her interests, abilities, and aptitudes. Another primary objective is to teach each student respect for our democratic society with its responsibilities of citizenship and its rewards.



VI. REFERENCES*

Give the name of the college or university placement officer where you are registered or the name of your college supervisor of student teaching; also the names of superintendents and principals in most recent positions.

Name	Official Position	Address
Mr. T. J. Lighting	Superintendent	Glow High School, Glow, Ohio 40101
Dr. Julia Gritz	Associate Professor and University Supervisor	343 Campbell Hall, Ohio State University, Columbus, Ohio 43210
Mrs. Mary Clinch	Cooperating Teacher	Glow High School, Glow, Ohio 40101

Return completed application to Assistant Superintendent, Personnel.

*These references are on file in the Placement Bureau, 001 Arps Hall, The Ohio State University, Columbus, Ohio 43210

Vita or Résumé

Even if this is not specifically requested by the district, including a good vita with your application gives the district a better, fuller introduction to **you**. A vita should contain information about you,

your background, and your experience which is **relevant** to the position for which you are applying. The format should be simple and readable. Do not use abbreviations. Copies should be typed and duplicated by xerographic photocopier, offset, quick-copy, or some other process of equal quality. Dittoed copies will not suffice.

The vita should contain the following information.

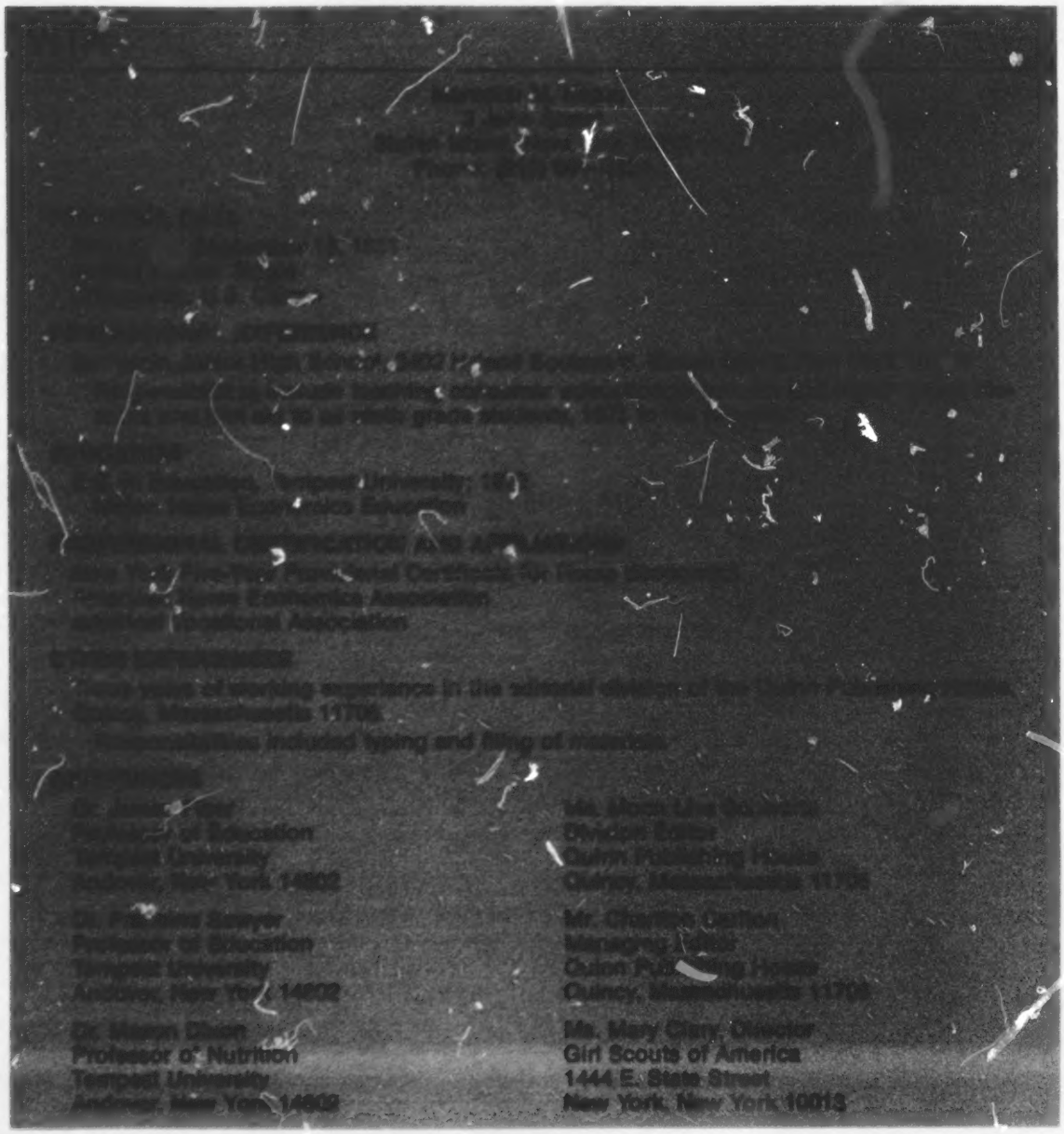
- **Name, address, and telephone number.**—These may be centered at the top of the page.
- **Personal data.**—You should include any personal data that you wish to share with others such as birth date, marital status, whether you are a U. S. Citizen, military service. Some people include birthplace, height, weight, and number of dependents.
- **Professional experience.**—You should include a list of the jobs you have held (most recent first), including location, your duties, and the name of your immediate supervisor in each. Again, use this opportunity to show what you've done which would enable you to be an asset in the field in which you are applying.
- **Education.**—Include a list of the schools you have attended which prepared you for the field in which you are applying. In addition, identify the degree or diploma you received in each, the dates you attended, the year you received your degree or diploma, your major subject area, and any minor subject areas.
- **Professional certification and affiliations.**—Include a list of certificates you hold and professional organizations in which you are a member.
- **Publications and papers.**—List, in bibliographic form, any relevant works which you have authored or coauthored. These need not be published works. You may list a formal

presentation you have made at a professional convention, or a curriculum package you wrote which is being used by a department or district.

- **Extracurricular activities or hobbies.**—Listing extracurricular activities or hobbies is optional. If you choose to do so, it can serve to further identify characteristics that contribute to your ability to handle the position you are seeking (e.g., serving as officer of a club shows leadership ability; playing on a community volleyball team indicates ability to socialize and/or work on a team).
- **References.**—Identify and list those persons who can provide the employer with information relative to your position qualifications. List persons you are sure will answer. Do not list relatives. It is good procedure to **ask** a person before listing his/her name.

A sample vita is shown in Sample 3.

SAMPLE 3



Interview Dates

When you send in your application and vita, it is good form to include a brief cover letter. This cover letter might begin, "Thank you for sending me the _____ information on your district. I was particularly impressed with _____. Enclosed find my completed application form and vita . . . "

You can include in this cover letter the date(s) that you would be available for an interview if this information is not included on the application form.

College Transcript(s)

A transcript is a list of the courses you have taken and the grades you received. When a district asks you for your transcripts, they want all your college transcripts. If you went to three colleges before graduating, if you took a night course or summer course at an institution other than the one from which you received your degree, you need to have each of these transcripts sent to the district.

These transcripts normally do **not** go through your hands. You need to contact the office of the registrar at each of the colleges and request that transcripts be sent to each prospective district. Many times there is a fee involved.

Most times the registrar's office will send you a postcard to indicate that they have, in fact, sent the transcripts as requested. This isn't always a speedy process, so plan ahead, know who handles this on your college campus, and notify them enough ahead of time to have your transcripts arrive near the time that your application does.

Certification

Certification requirements vary from state to state. Just because you are certified in the state in which you received your education degree does not mean you are certified automatically in the other 49 states. Some states require completion of specific courses, such as a course in their state's history, or in audiovisual aids and techniques. Different states require different amounts of credit hours in professional and technical course work.

Length of student teaching required also varies from state to state. Some states require that you be at least 18 years old to be certified. Different states require a pledge of loyalty, or that you score 800 on the Graduate Record Examination, or that evidence of your moral fitness be provided, or that you furnish a copy of your birth certificate, or that you be fingerprinted, etc.

Information on all requirements, by state, is available in a book entitled, *A Manual On Standards Affecting School Personnel in the United States*.[3] This publication also includes the types of certificates each state offers, the cost, any fees involved, the length of time for which each certificate is valid, and the requirements for renewing expired certificates. When you have met the requirements for certification, the certificate is sent to you directly.

When you are **applying** for positions, you need only indicate that you possess certification for that state. It is not until you are in the process of **accepting** a position that you need to show that certificate to the hiring authority of that district.

In most states, besides the regulations for certification of all teachers, there are additional regulations or requirements for being a vocational teacher. A minimum number of years of work experience in the occupational area for which you are seeking certification is often required. In most state supported colleges and universities where there are vocational preparation programs, you will be qualified (certified) to teach in a vocationally approved high school and adult program.

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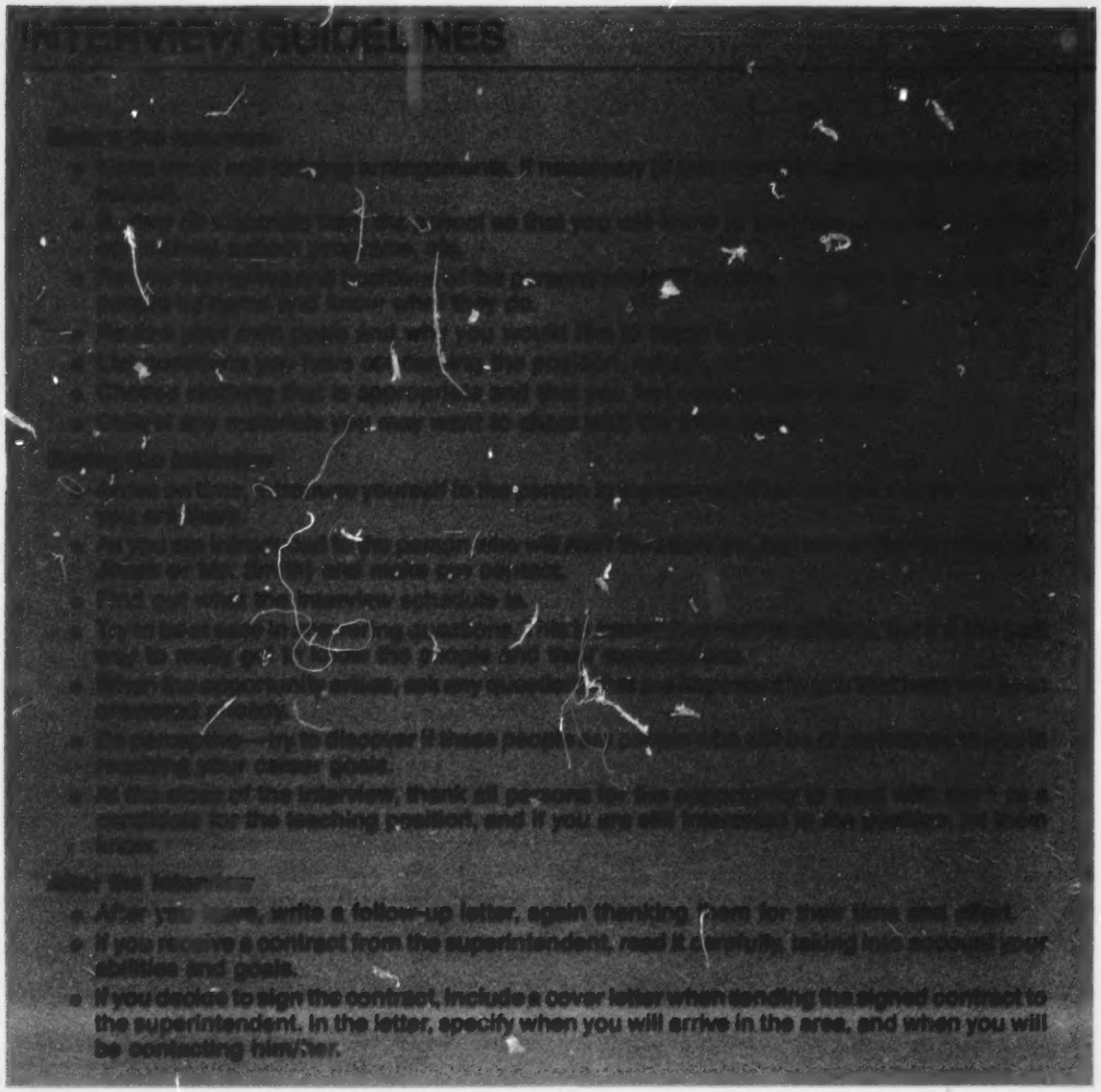
3. T. M. Stinnett and National Education Association, *Manual on Standards Affecting School Personnel in the United States* (Washington, DC: NEA, 1974).

The Interview

Once you have forwarded all necessary application materials to the district(s) in which you are interested, the next step in the application process comes when the district(s) acknowledges the receipt of the materials and indicates whether they are, in fact, interested in considering you as a prospective teacher. If they are not interested, they will probably indicate that your application is being placed in their "active" file. If they are interested, they will usually indicate **when** they would like to interview you. You should respond immediately, by phone or letter, to verify this date, to arrange an alternate date, or to indicate that you are no longer interested.

When you have your interview(s) all set up and verified, you need to prepare for them. Some guidelines are shown in Sample 4.

SAMPLE 4



INTERVIEW GUIDELINES

- After you leave, write a follow-up letter, again thanking them for their time and effort.
- If you receive a contract from the superintendent, read it carefully, taking into account your abilities and goals.
- If you decide to sign the contract, include a cover letter when sending the signed contract to the superintendent. In the letter, specify when you will arrive in the area, and when you will be contacting him/her.

Selecting and Maintaining a Teaching Position

For each position offer you receive, you need to weigh all you know about yourself against all you know of the prospective job via letters, pamphlets, your research, and the interview. When you have

signed a contract, you need to write to any other district which may have offered you a job to politely reject their offers. You could also write at this time to districts who had placed your application in their active file to tell them you have accepted another position.

Procedures for maintaining the job will vary from school district to school district. Your job is to make sure you determine the procedure for the district which employs you. You need to ask the following types of questions.

What further information do I need to provide for the school district records?—The school district has a file on you which includes your application, your transcript(s), notes on your interview, etc. Between the time you receive the position offer and the time you draw your first salary check, you will need to add a few things to that file such as a copy of your teaching certificate, a certificate of health from a doctor, a report of the results of a T.B. test (renewed periodically), etc.

What must I do to maintain or renew my certification?—If you have an emergency certificate which allows you to teach without meeting all the qualifications, you need to know how long it is valid, and what education or experience you need in order to change it to standard or permanent certification.

If you work in a state which issues provisional certificates good for a limited time period (usually one to ten years), you need to know what you must do between now and the expiration date to ensure its being renewed. Perhaps you need to show evidence of a certain amount of college credits; perhaps you need a recommendation from your principal; or perhaps you need only pay an additional fee. Also, you need to find out the procedures for moving from provisional certification to permanent or standard certification. This may require only a certain number of years of teaching experience; it may require an advanced degree (master's or education specialist).

What must I do to maintain and upgrade my effectiveness as a teacher?—You will need to collect evidence of your teaching competencies. This could be done by keeping a file on program planning, including units and lessons taught; record of students' progress; record of visits to businesses, industries, homes, and farms; record of community and professional involvements including contributions made; record of observations of other teachers; and records of conventions, conferences, and workshops attended. Be sure to keep your vita up to date.

If you are new to the teaching profession, you should seriously consider continuing a planned educational program. Your college or university teacher education program prepared you with qualifications and competencies for beginning teaching. Experienced teachers, too, need to realize that knowledge and technology are advancing so rapidly that it is practically impossible to keep abreast on your own. Thus, you should continue your college or university studies or participate in another approved professional improvement program.

For concrete, readable, and extremely helpful tips on preparing a résumé, interviewing for a position, techniques for successful job hunting, and agencies and services which can assist you in locating a position, you may wish to read Johannson (Ed.), *Consumer Survival Kit: Buddy, Can You Spare a Job?*

To clarify the knowledge you have obtained on selecting, obtaining, and maintaining a teaching position, you may wish to discuss your beliefs, goals, and abilities, and the procedures involved in obtaining a position, with a group of your peers, preferably peers who are also taking this module.

The following items check you comprehension of the material in the information sheet, Selecting, Obtaining, and Maintaining a Teaching Position, pp. 6–18. Each of the nine items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Why is it important for you to develop a personal/professional profile?

2. What information should be included in a personal/professional profile? Why should it be included?

3. After you have completed your personal/professional profile, you are ready to find out what positions are available. Where would you search for available positions?

4. Why might one use the publication *Education Directory: Public School System*?

5. If you are looking for a teaching position in a state other than the one where you are or will be certified, why is it important for you to look up the certification standards in that state before applying for a position?

6. What are the procedures for applying for a position?

7. What is a vita or résumé? What should be included in a vita, and why do many employers request one from a candidate for a teaching position?

8. Having received a contract for a teaching position, what are you going to do prior to signing or rejecting the contract?

9. Maintaining and/or upgrading teaching proficiency is a responsibility of each teacher. How can you determine what you need to do in order to meet this responsibility?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The purposes for developing a profile are (a) to help you better understand yourself; (b) to refer to as you seek potential teaching positions and to aid you in applying for positions that meet your qualifications and aspirations; and (c) to check before accepting a position that has been offered to you, to see if there is a match between that position and your profile.

2. The profile should include the following information.
   - It should include statements of **beliefs** and **ethical standards**. These guide your behavior as a teacher and, to a large extent, determine if you can have a satisfying teaching experience in a particular school situation.
   - Your **abilities** as a teacher should be stated in the profile. These furnish the data from which you can assess your strengths and weaknesses, and select a position that mainly requires your strengths. Also, you can develop a plan for professional development to overcome the weaknesses you identify.
   - It should include statements related to what you **value**. What you value determines what you give attention to; you want to be sure that the teaching position you select supports some of your priority values.
   - Your **career goals** should be identified in the profile. You need to consider these in order to select a position in a school that will enable you to work toward your career goals through an inservice program.
   - A list of **experiences** that relate to your preparation, a statement of the **degree(s)** you have or will receive, and a statement of the **certificate** you hold or will obtain should be included. These are your achievements and should be matched with the requirements of a particular teaching position.

3. Position vacancies are listed in the department where you have completed your teacher education program. Also, most professional journals in your occupational specialty carry teaching vacancy notices. Usually, supervisors in your occupational specialty in the state department know where teaching vacancies exist. There are also private employment agencies that are in the business of helping teachers find positions for a fee.

4. Many times, a person wants to inquire if there is a teaching vacancy in a certain area of the country. In order to find out the name of the person who should be contacted, one could use the *Education Directory: Public School Systems*.

5. Each state establishes its own standards for certification of teachers. Your own vocational service area may require different standards in different states, also. Having knowledge of what is required beyond your own preparation program will enable you to make up the deficiencies, or at least to avoid wasting time applying for a teaching position in a state where you could not be certified immediately.

6. In applying for a position, you need to complete accurately and neatly the form which you have obtained. The application form should be accompanied by a vita or résumé, and a cover letter. In the letter, include information regarding when you would be available for an interview, your certification status, and how your references can be obtained. In addition, as part of the application process, notify your university or college to mail your official transcript to the district.

7. A vita is the story of your personal/professional career. It includes those aspects of your life that you wish to share with a potential employer. A vita should include such personal information as your name, address, telephone number, and other personal data you wish to make available.

   It should indicate professional experiences, educational background, degrees and diplomas earned, professional certification and affiliations, major and minor fields, extracurricular activities that contributed to your competencies, and any publications or papers which you authored or coauthored. In addition, it should list the names of people who have written, or will write, recommendations for you.

Potential employers need to make decisions among candidates for a teaching position, and a vita gives them more information on which to make these decisions.

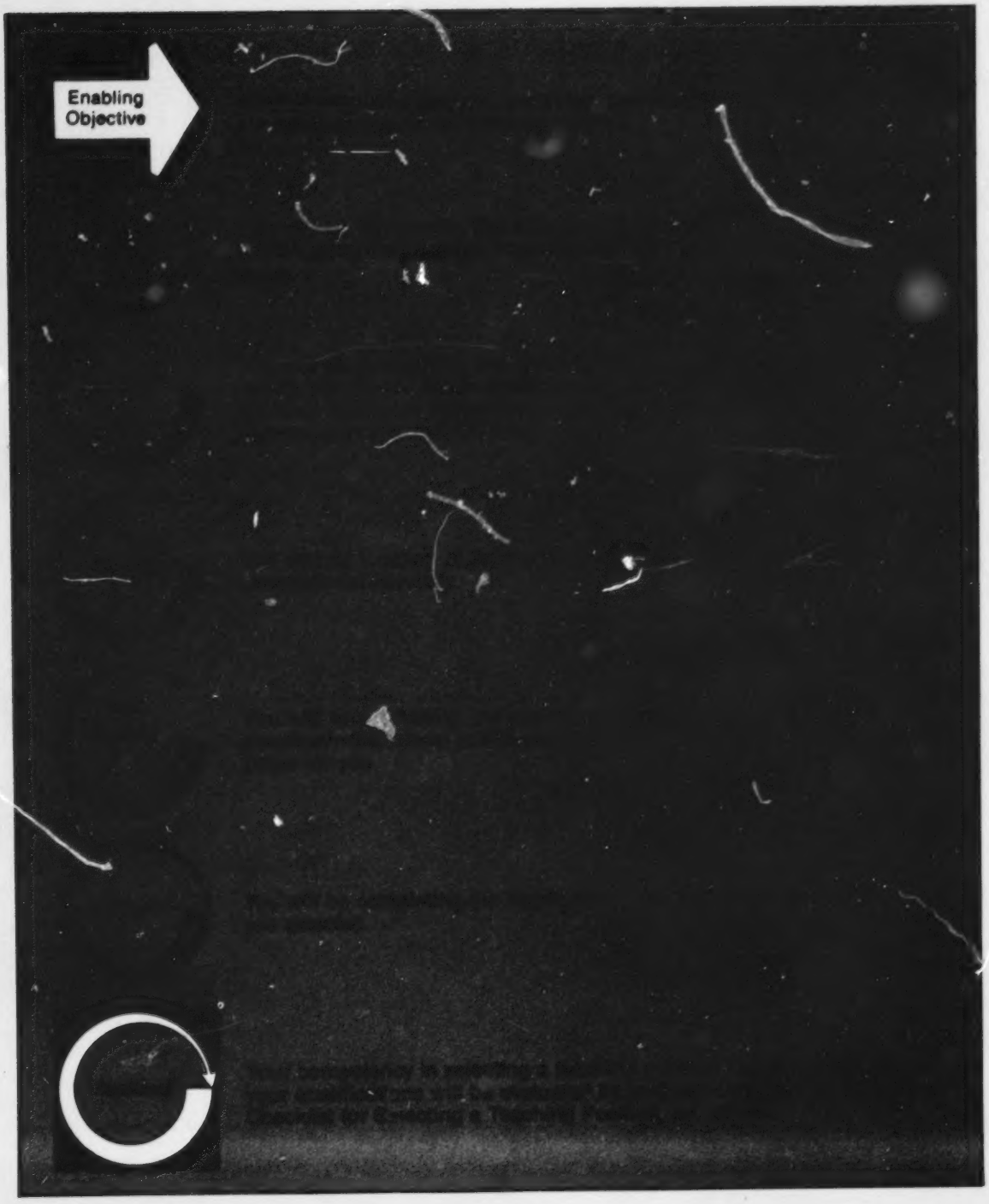
8. Before signing or rejecting a contract, you will want to review it in terms of your career goals. If there is any section that is unclear to you, write or phone the designated employer. Be sure this is the teaching position that you want and that will help you to reach your career goals before accepting the position.

9. A careful examination of your strengths and weaknesses as a teacher, and your plan for achieving career goals should guide you in deciding how to maintain and upgrade your competencies. Also, an examination of the requirements for additional certification, as well as an examination of the topics covered in the inservice education program in the school district, will indicate areas in which you may need to develop professionally. Put all of this information together into a plan for professional development and discuss it with fellow teachers and appropriate supervisors and/or administrators.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the information sheet, Selecting, Obtaining, and Maintaining a Teaching Position, pp. 6–18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Develop all of the components of your personal/professional profile by completing the following Personal/Professional Profile Worksheet. **NOTE:** If you have completed Module I–3, *Develop an Active Personal Philosophy of Education*; Module D–6, *Evaluate Your Instructional Effectiveness*; and Module I–1, *Keep Up to Date Professionally*, you can use the materials developed in those experiences as a starting point in completing this worksheet.

PERSONAL/PROFESSIONAL PROFILE WORKSHEET

1. Who should the vocational education programs serve?

2. What criteria should determine a student's entry into a vocational education program?

3. What basic skills, abilities, and attitudes should you as a vocational teacher develop in students?

4. What relationship should vocational education have to the rest of the educational program?

5. What relationship should vocational education have to the community?

6. What relationship should vocational education have to society?

7. What relationship should your vocational service area have to other service areas?

8. What responsibilities does the vocational teacher have for career guidance?

9. What responsibilities does the vocational teacher have for the quality of the vocational program?

10. What should vocational education offer in the way of student organizations?

11. What qualifications and qualities should a vocational teacher possess?

12. What responsibilities does the vocational teacher have to the school administration?

13. What responsibilities does the vocational teacher have in keeping up to date and well prepared in his/her profession?

14. What are your strengths as a teacher? (Compile a list of names of persons who will write recommendations. If you have rating scales, written evaluations, etc., that will document this item, attach them).

15. What are your weaknesses as a teacher?

16. What is your background of scholastic preparation and achievement? (You may want to attach your official transcript here, also).

Major Field Courses with Grades

Minor Field Courses with Grades

Professional Education Courses with Grades

Other Contributing Courses with Grades

17. What plans for professional development can you make to enhance your strengths and overcome your weaknesses as a teacher?

18. What seems to be of greatest importance to you as a person?

19. What kind of job (position) would give you the most satisfaction?

20. In what kind of job (position) would you feel the most comfortable?

21. What kinds of benefits or rewards from teaching will mean the most to you?

22. What leadership style is the most stimulating to you?

23. How important is money to you? (Explain)

24. How important is prestige to you? (Explain)

25. How important is job security to you? (Explain)

26. What are your immediate career goals?

27. What are your long-range (5 years, 10 years, 20 years) career goals?

28. How do you plan to accomplish your immediate career goals?

29. How do you plan to accomplish your long-range career goals?

30. What work experiences have you had that relate to what you will be doing as a teacher? (Include names of employers that could be contacted and length of the work experience.)

31. What is the degree(s) that you presently hold or will hold, what institution(s) awarded the degree, and when was it or will it be awarded?

32. What kind of certification do you have or will you possess, and what grade levels can you teach? Are you certified to teach in a vocational occupational specialty?

33. Prepare your vita, including the following information:
- an address and telephone number where you can be reached most of the time
- personal data about yourself that you wish to share with a prospective employer
- professional experiences you have had, for how long, where, what responsibilities were entailed, and the name of your supervisor or administrator
- your educational experiences, including degree(s) earned, institution(s) granting the degree(s), date(s) degree(s) granted, and major(s)
- the teaching certification you hold or will hold
- professional associations you support, including any honorary professional associations, with offices held or contributions made to the associations
- professional publications or papers you have authored or coauthored and other experiences you have had that contribute to your leadership competencies
- the names and addresses (including titles) of people who have written or will write recommendations for you, and where these are or will be filed

Obtain a copy of Stinnett and National Education Association, *A Manual on Standards Affecting School Personnel in the United States*. Review it to determine the vocational certification requirements for the state(s) in which you would like to teach and to determine the requirements for maintaining that certificate. Briefly **describe in writing** these requirements.

Contact (1) the placement office of the school from which you received or will receive your degrees; (2) the local office of the U. S. Employment Service; and (3) a private employment agency. (If your location allows, you could also contact the state education department.) Find out from each source the procedures you are required to follow in applying for a job, the services each offers, and the cost of these services. From one or more of these sources, get information regarding at least three available jobs in your occupational specialty which are located in the geographical area in which you wish to work. Briefly **describe in writing** the information you received during each contact.

Use your completed personal/professional profile to evaluate the prospective positions you have identified, and "select" the one which seems most appropriate for you. Document the steps you went through in choosing the teaching position for which you would like to complete an application form, and the reasons why you selected that position and rejected the others.

Complete the Application Form below as if you were applying for the position you "selected" previously. Refer to your completed personal/ professional profile to obtain the information you need to complete the application.

APPLICATION FORM

Picture Not Required Until After Appointment

_____
Name of School

_____
Address

_____
City State Zip

I. Personal Background

Name _____ Date _____

Present Address _____
Street and Number

_____ Telephone ( ) _____
City State Area Code

Permanent Address _____
Street and Number

_____ Telephone ( ) _____
City State Area Code

Social Security Number _____

II. Educational Preparation

	Name/Address	Date of Graduation	Degree Received
Elementary School			
High School			
Trade or Technical School			
Junior College			
Colleges or Universities			

NOTE: This application form should be accompanied by an official transcript showing complete academic record of all work beyond high school.

What do you believe to be the primary objectives of education in the United States today? (List briefly.)

_____

_____

_____

_____

_____

_____

III. Job Experience

Teaching Experience:

1. Place _____ Address _____

_____

Superintendent _____

Dates Involved _____ Total Months _____

Grades Taught _____ Subjects Taught _____

Annual Salary _____ Number Teachers Employed _____

2. Place _____ Address _____

_____

Superintendent _____

Dates Involved _____ Total Months _____

Grades Taught _____ Subjects Taught _____

Annual Salary _____ Number Teachers Employed _____

Occupational Job Experience:

1. Place _____ Address _____

_____

Supervisor _____

Position _____

Responsibilities _____

2. Place _____ Address _____

_____

Supervisor _____

Position _____

Responsibilities _____

3. Place _____ Address _____

_____

Supervisor _____

Position _____

Responsibilities _____

4. Place _____ Address _____

_____

Supervisor _____

Position _____

Responsibilities _____

Military Experience: Yes __ No __ Number of Months _____

IV. Teaching Preference

Regular __ Substitute __

Please place a check in the appropriate blank indicating the type of institution in which you wish to be assigned.

__ High School
__ Area Vocational School
__ Trade or Technical School
__ Junior or Community College

List the subjects you are certified to teach in the order of your preference.

1st _____ No. Semester Hours _____
2nd _____ No. Semester Hours _____
3rd _____ No. Semester Hours _____
4th _____ No. Semester Hours _____

V. Certification

For what level(s) are you certified? _____
For what subject(s) are you certified? _____
What type of certification do you hold (e.g., 4-year provisional, 8-year provisional, permanent or life)?
_____
Certificate Number _____ Date of Expiration _____
If you do not hold a certificate, have you made application for same? ___ Yes ___ No

VI. References

Give the name of the college or university placement officer at the placement office where you are registered or the name of your college supervisor of student teaching. Also, give the names of superintendents and principals at the schools in which you most recently held positions.

	Name	Official Position	Address
1.	_____	_____	_____
			_____
2.	_____	_____	_____
			_____
3.	_____	_____	_____
			_____

After you have developed your personal/professional profile, "selected" a teaching position, and completed the application form, arrange to have your resource person review and evaluate your work. Give him/her the Checklist for Selecting a Teaching Position, pp. 39–40, to use in evaluating your work.

CHECKLIST FOR SELECTING A TEACHING POSITION

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

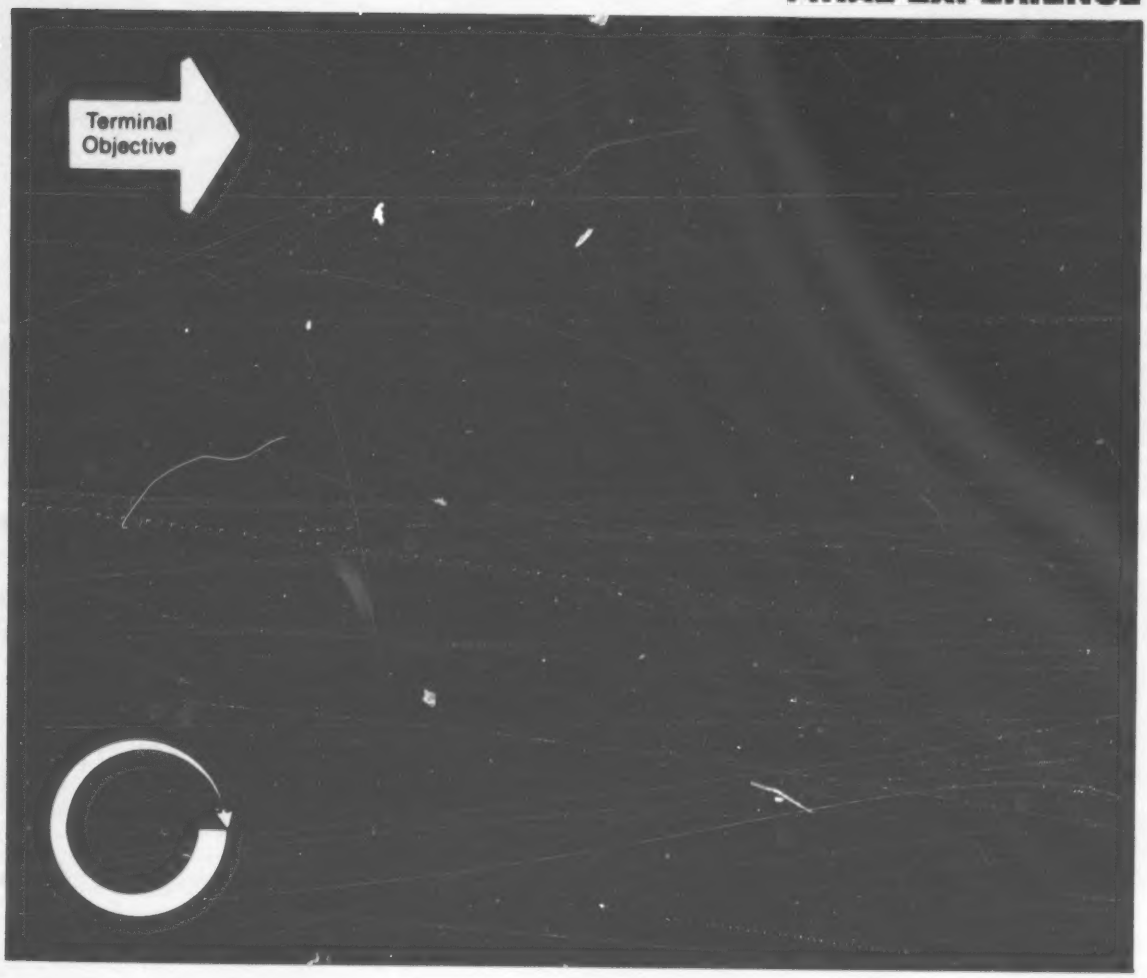
	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The teacher's personal/professional profile:				
1. was completed prior to searching for potential teaching positions	☐	☐	☐	
2. was accompanied by a vita that was complete and detailed enough to send with a teaching application form	☐	☐	☐	
The profile included:				
3. a clear statement of beliefs and ethical standards that was specific enough to use in evaluating possible teaching positions	☐	☐	☐	
4. statements of the teacher's abilities (both strengths and weaknesses) that were documented and specific enough to develop career plans and to use in evaluating possible teaching positions	☐	☐	☐	
5. value statements which indicated what was important to the teacher and could be used in evaluating possible teaching positions	☐	☐	☐	
6. immediate and future career goals that reflected present strengths and weaknesses in teaching and could be used in evaluating possible teaching positions	☐	☐	☐	
7. clearly stated plans to achieve immediate and future career goals which could be used in evaluating possible teaching positions	☐	☐	☐	
8. complete and accurate lists of experiences, degree(s) earned, and certificate(s) held	☐	☐	☐	
In selecting a teaching position, the teacher:				
9. determined the certification requirements for the state(s) in which he/she would like to teach	☐	☐	☐	
10. determined what services, procedures, and fees are involved in using each of the following:				
a. school placement office	☐	☐	☐	
b. local office of the U.S. Employment Agency	☐	☐	☐	
c. a private employment agency	☐	☐	☐	
d. other (state department, etc.)	☐	☐	☐	

	N/A	No	Partial	Full
11. located at least three potential teaching positions	☐	☐	☐	
12. evaluated these teaching positions on the basis of his/her personal/professional profile	☐	☐	☐	
13. selected the most appropriate position based on this evaluation .	☐	☐	☐	
14. completed the application form fully, neatly, and accurately	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive N/A, or FULL responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Learning Experience III

FINAL EXPERIENCE



NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Obtain a Suitable Teaching Position (I–5)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The teacher developed, or reviewed and updated, his/her personal/professional profile, which included:						
1. a comprehensive and complete statement of philosophy or beliefs	☐	☐	☐	☐		
2. a statement of ethical standards	☐	☐	☐	☐		
3. an assessment of abilities, involving both strengths and weaknesses	☐	☐	☐	☐		
4. plans for professional development, both immediate and long-range	☐	☐	☐	☐		
5. experience to date, degree(s) held, and certification held	☐	☐	☐	☐		
6. statements of values held	☐	☐	☐	☐		
7. long- and short-range career goals	☐	☐	☐	☐		
8. a comprehensive vita of personal/professional data	☐	☐	☐	☐		
The teacher located available positions using two or more of the following sources:						
9. the placement office of the college or university	☐	☐	☐	☐		
10. personnel in the state department of education	☐	☐	☐	☐		
11. journals in his/her major field of study	☐	☐	☐	☐		
12. the local office of the U.S. Employment Agency	☐	☐	☐	☐		
13. a private employment agency	☐	☐	☐	☐		
14. letters of inquiry to local school districts	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
The teacher located the following data about each potential position:						
15. the requirements of the position	☐	☐	☐	☐		
16. the certification requirements	☐	☐	☐	☐		
17. district and school philosophy	☐	☐	☐	☐		
18. district and school facilities, staff, equipment, etc.	☐	☐	☐	☐		
19. demography of the city or community	☐	☐	☐	☐		
In evaluating each of the position opportunities, the teacher:						
20. used the criteria from his/her personal/professional profile	☐	☐	☐	☐		
21. selected the most appropriate position	☐	☐	☐	☐		
When applying for positions, the teacher mailed:						
22. a fully completed application form which was accurate and neat	☐	☐	☐	☐		
23. a complete vita	☐	☐	☐	☐		
24. a cover letter which would make a favorable impression	☐	☐	☐	☐		
The teacher:						
25. arranged to have his/her transcript(s) sent to each district to which he/she applied	☐	☐	☐	☐		
26. set up interviews with prospective districts	☐	☐	☐	☐		
27. made adequate preparations for the interviews	☐	☐	☐	☐		
28. selected a position which was consistent with the criteria in his/her professional profile	☐	☐	☐	☐		
29. determined district criteria for maintaining and upgrading a position in that district after accepting a teaching position	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials

Resource Person Guide to Using Performance-Based Teacher Education Materials

Guide to the Implementation of Performance-Based Teacher Education

Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

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